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Fundamental Education Abstracts

P R E F A C E

The purpose of the monthly *Fundamental Education Abstracts*, the first issue of which appeared in March, 1949, is to supply at regular brief intervals a descriptive bibliography of technical materials relevant to fundamental education throughout the world. Three separate language editions are issued each month, in English, French and Spanish.

As far as possible full bibliographical data are given for each item listed. Beginning with the January 1950 issue (Volume II, N° 1), items are numbered consecutively throughout each yearly volume. Prices of publications are included as a convenience to readers, but orders must be sent to booksellers and not to Unesco. However, materials issued by Unesco may be obtained directly.

Field workers, research students and others engaged or interested in fundamental education are invited to send in to the Clearing House documents, textbooks and other technical materials in the field of fundamental education for possible inclusion in the *Abstracts*. Critical comments and suggestions will also be most welcome as a means of improving our service.

S E C T I O N A

MATERIALS ON THE THEORY AND PRACTICE OF FUNDAMENTAL EDUCATION

GENERAL WORKS

230. British Council. *Report for the Year 1949-1950.* London : British Council (Head Office, 65 Davies Street, London W.1), 1950. 128 pp. Gratis.

The main body of the Report consists of a series of articles written by different hands and covering in general terms, first, the Council's work in the main territorial regions (Europe, Latin America, Middle East, Far East, Commonwealth) and, second, its work in a number of special subjects of major importance (the teaching of English, the Arts, the Sciences, and Books and Periodicals, including Council Libraries and Colonial public library services). The descriptive text is supplemented by a series of tabular and statistical appendices, pp. 73 - 128.

231. France. Ministère de la France d'Outre Mer. *Enseignement Outre-Mer.* Paris : The Ministry, Inspection générale de l'enseignement et de la jeunesse (25 rue Oudinot). Irregularly issued 27 pp. No price given.

The first issue of a bulletin addressed to educators in the overseas territories. Each issue will contain reports and items of information grouped around a particular point of interest. The present one is a summary of the meeting of Directors of Education from African territories (12-15 April, 1950), with the main conclusions arrived at. The topics discussed were administration and legislation ; primary schooling; secondary, higher and technical education; fundamental education; relations with other territories and with private bodies. Among other conclusions, the group pointed out the need for expanding and improving primary schools if equilibrium is to be maintained with post-primary growth; fundamental education is also stressed, with the recommendation that control of this vague field should rest with Education rather than with other Departments; projects and research are needed; and the mother tongue is useful in adult literacy work as an introduction to the learning of French.

232. *Oversea Education.* Vol.21, n° 4, July 1950. London, H.M.S.O. Issued quarterly. Yearly subscription 5s. Single issues 1s.3d.

An article by R.A. Bensher, "The Rural Improvement School in Sarawak", describes a novel ex-

periment in the Dayak community: an adult school for married couples, which forms a small but typical community on its own with a course, running for a full year. The notes in this issue deal with community welfare in Kenya, educational progress in the Sudan, and news about filmstrips.

233. United Nations. Dept. of Public Information. *How to Find Out About the United Nations.* Materials Available and Where to Get Them. (Pub. 1950/1/4). Lake Success, N.Y., 1950. 51pp. $ 0.15. (Issued separately also in French and Spanish).

A handy booklet giving information on where and how to obtain material about the United Nations useful for adult educational purposes. Sources for documents, publications, films, filmstrips, posters, radio and special services are listed. Addresses of U.N. Information Centres, Specialized Agencies and depository libraries are also included. This publication replaces *The United Nations and Adult Education*, issued in 1949.

(AFRICA)

BELGIAN CONGO

234. Belgian Congo. Service des A.I.M.On du Gouvernement Général. *Les coopératives indigènes au coopératives indigènes au Congo belge.* (Brochure N° 1). Kalina, Belgian Congo: Bureau de l'Information pour Indigènes, (I.N.F.N.D.), July 1950. 85 pp. No price given.

This publication, prepared with the collaboration of the Co-operative Section of the "Service des Affaires indigènes et de la main d'oeuvre", is a short guide to co-operative development in the Belgian Congo. In the first chapter, the basic principles of co-operative enterprise are set forth, commented on, and illustrated with examples. The text of the regulations provided by the act of 16 August 1949 follows. Ch. III, "Le mouvement coopératif au Congo-Belge et au Ruanda-Urundi", elucidates the spirit and aims of the legislation and describes the plans for co-operative development exemplified in the setting up of pilot co-operatives. This pamphlet also gives advice for creating a co-operative society, a model constitution, and instructions for correct accounting.

(AFRICA)

NORTHERN RHODESIA

235. Northern Rhodesia. *Report of the African Education Advisory Board, 1949.* Lusaka : Government Printer, 1949. 23 pp. No price given.

In addition to the deliberations of the Board, which provide a general view of achievements

and problems, the draft"Outline Scheme for the Administration of African Primary Education by Local Education Authorities" (full text given in Appendix I) is of particular interest.

(A F R I C A)

T U N I S I A

236. Tunisia. Direction de l'instruction publique. *Semaine pédagogique organisée par la Direction de l'instruction publique en Tunisie* : Tunis : Imprimerie officielle, 1950. 327 pp. No price given.

A complete record of the meeting of educators organized by the Bureau of Education for Tunisia, (19-23 April 1949). It gives the three opening speeches, the text of the reports, and records of discussion of the three study groups on the theory and practice of education, inventory and evaluation of teachers' and pupils' work, and popular education. It also includes three studies : "Les niveaux de vie dans le quartier avoisinant le centre de formation professionnelle de la rue En-Nefefta, à Tunis", by Mme Hoffnen, Headmistress of the Centre (Tables and charts); "Enquête démographique, ethnique et sociale concernant la population de l'école de filles de la rue Mousmar-el-Casha", by Mme Mibelli, Headmistress in Tunis (Tables and charts); and "Comment faire la monographie d'un quartier de grande ville", by Mme Medelgi, Headmistress of the rue Bab-Souilka, Tunis (with specimen questionnaires) which is an example of how to conduct a survey on family, sanitary and economic conditions, with the co-operation of the pupils.

(A M E R I C A)

AMERICA (General)

237. Institute of Inter-American Affairs. *Inter-American Co-operation in Education.* Washington, D.C., The Institute, April 1949. 13 pp. Processed. Gratis.

An outline of the educational programmes of the I.I.A.A. The method of work is co-operative, in the sense that a government makes a contractual agreement with the Institute for setting up some particular project or programme, to which the Institute contributes specialist assistance in staff. The main efforts so far have been devoted to rural and vocational education.

238. Institure of Inter-American Affairs. *The Program of the Institute of Inter-American Affairs.* Washington, D.C. The Institute, 1949. 27 pp. Processed. Gratis.

Sets out briefly the origin and methods of this U.S. organization for co-operation with the

other American Republics. The Institute's programme is concentrated on three main problems: public health, education and food supply. Three typical cases show how the Institute is at present working to assist: a health and sanitation programme run by the Chilean Government; educational developments in Guatemala; an agricultural and home improvement programme in Paraguay.

(AMERICA)

CANADA

239. Kidd, J.R. *Adult Education and the School.* Toronto : Canadian Association for Adult Education (340 Jarvis Street), 1950. 36 pp. Single copies $ 0.25. For 25 or more copies $ 0.20.

An introduction to adult education work, written mainly for school teachers. The author observes that although teachers already carry a heavy load, many of them are interested in adult education, and all of them have a stake in the matter. The booklet gives a survey of present organizations and resources in Canada; working principles for adult education; adult learning; administrative problems; the rôle of the teacher or leader.

(AMERICA)

GUATEMALA

240. Clark, Ann Nolan, Manuel Antonio Arce and Miguel Angel Gordillo. *El Maestro Rural en la Comunidad.* (Guia de Instruccion para Maestros Rurales, n° 1). Guatemala, C.A.: Ministerio de Educación, Departamento de Educacion Rural, 1948. 164 pp. Available on request.

This is a comprehensive handbook for rural teachers in country communities and in training colleges. Part I, on preparing the teacher, outlines the personal qualifications needed : sets forth the main community factors as regards hygiene, water supplies, nutrition, physical well-being of children, summarizing these in a draft social survey of the community; and includes a note on the teacher's rôle in the community.
Part II deals with the classroom and programme. For furniture and teaching aids, local improvisation or manufacture is urged. The main community interests - health, agriculture, home economics, recreation - are shown to be integral parts of the class work, and the teacher is given hints on how to organize his curriculum.
Part III contains suggested plans of work for each of the first four grades. As fas as possible the avrious topics taught are grouped in units corresponding to the community interests, and they do not form specific projects. The final part gives practical guidance on the learning process.

(A M E R I C A)

H A I T I

241. *Espoir.* Vol. I, N° 1, August 1950 to date. Port-au-Prince : Chief Editor, M. Edouard C.Paul 28 Rue Chaéron. Bimonthly. No price given.

A four-page news-sheet for adult educators. It is based on the programme of worker education now being carried out in Port-au-Prince and other towns. Several articles discuss broad problems of fundamental education; language and follow-up litterature; rural affairs.

(A M E R I C A)

UNITED STATES

242. U.S. National Commission for Unesco. *The Unesco Story :* A Resource and Action Booklet for Organizations and Communities. Washington, D.C. : The Commission, Dept. of State, 1950. 112 pp. Illustrated with photographs. Gratis.

The first part of this booklet outlines the aims and international programme of Unesco; the second discusses "Unesco in the United States". The third and most important chapter describes a broad range of current activities now under way in U.S. organizations and communities to serve as suggestive guides for concrete action by individuals and groups wha want to "work with Unesco". Particular stress is given to several projects in which any organization and community can share. A directory of institutions and organizations active in Unesco's fields is included, pp. 110-112.

(A M E R I C A)

WEST INDIES

243. Hockin, Margaret L. "More Bread for the Caribbean". *Journal of Home Economics, Vol.42, n°6,* (June 1950) 419 - 422 pp. Washington D.C. : American Home Economics Association.Published monthly except July and August. Single copies $.0.50. Yearly subscription $ 5.00.

The author is home economics officer on the staff of FAO. She surveys briefly the present place of home economics both in the schools and in the extra-curricular activities of Caribbean educational systems. A number of generalizations about major problems follow: the need for a clear definition of social and economic objectives in terms of present resources: the rapid training of local leaders; more objective research into community life.

(ASIA)

INDIA

244. *Educational India.* Vol. 17, n° 1, July 1950. Masulipatam, S. India : Educational India Office. Issued monthly. Single copies 8 annas or 9d. Yearly subscription 4 rupees 8 annas or 9 sh.

Two articles in this issue, "Social work through secondary schools" and "Rural Reconstruction Hikes", describe experiments in which pupils were brought into close touch with community problems - the first, as part of the school programme, the second as an extra-curricular activity linked with scouting. An article on "The rôle of the mother-tongue" stresses the social and psychological need for schooling in the vernacular, and points out that progress in a foreign language such as English will be speeded up if pupils already have a grounding in their own language.

245. Naik, Chitra. *Health Education: the Basic Approach.* (Publication of the Education Section, n° 16). Bombay : Office of the Educational Adviser to the Bombay Government. 1950. 61 pp. 8 annas.

"Teaching about health is not the business of a particular teacher in a particular period... but something which pervades and permeates the entire educational curriculum" (Preface). As a means to such an end, this booklet is written for teachers in Basic schools. It briefly covers concepts of health education, the health elements in the Basic school programme (up to Grade 7) and then gives hints for classroom work and practical projects which will bring the pupils into touch with community life.

246. Samant B.B. *Health and Hygiene.* (Talking points on Social Education syllabus n° 1 - Publication of the Education Section, n° 18). Bombay : Office of the Educational Adviser to the Bombay Government. 1950. 28 pp. 2 annas.

A short outline of essential facts set out in such a way as to aid the teacher of adults. The preface makes it clear that the contents should not be treated as ready-made lessons, but are simply a framework for more personal instruction. Sych topics as cleanliness, germs, refuse disposal, diet, maternity and first aid are dealt with.

(ASIA)

MALAYA

247. Williams, Cicely D. and J.W. Scharff. *Preventive Pediatrics.* An experiment in health work in Trengganu in 1940-41. (Federation of Malaya Dept. of Public Relations, 1948). Copies

obtainable from Section of Maternal and Child Health, World Health Organization, Palais des Nations, Geneva, Switzerland. 76 pp. Processed.

This experiment was interrupted by the war; but the findings and methods remain topical for all fundamental educators who are interested in preventive health work. The report contains a general survey of social and health conditions in Trengganu; a section on improved nutrition, sanitation and anti-mosquito work, by Dr. Scharff; and a detailed account of welfare work which developed around clinics and welfare centres, by Dr. Williams. An appendix gives the outline notes used in training local dressers and nurses.

(A S I A)

PHILIPPINES

248. Call, Leland E. *A rural educational program for Silliman University.* Dumaguete, Philippines : Silliman University, January, 1950. 25 pp. Processed. No price given.

Silliman University was opened in 1901 as a vocational institute, and developed later into a liberal university for training in law, religion, education and medecine. This report by Dean Call, who was Fulbright Visiting Professor for 1949-1950, is a realistic statement of what such an institution can do for the rural people of its province. The first step is not to set up a new faculty, but to bring the present students into closer contact with rural people and their problems. The University should then develop an extension programme, with five staff members covering the fields of agriculture, health, home making, educational service, citizenship or religion respectively. Courses can be developed within the existing framework to give students a preparatory, two-year curriculum in agriculture, a specialized curriculum in plantation management, and a graduate-level curriculum for rural workers. A certain amount of research work on crops and a quarterly journal will be necessary complements to the programme. Together with the plan the author provides an analysis of the necessary budget.

S E C T I O N B

MATERIALS USEFUL IN FUNDAMENTAL EDUCATION

T E X T B O O K S

249. Farley, E.J. *A Basic reader for Adult Learners.* 46 pp. *A specific Course in Handwriting.* 32 pp. *Instructors Manual.* 16 pp. British Guiana: The Education Department, Georgetown, Demarara, 1949. No price given.

These booklets were prepared by the Adult Education Officer after an experimental literacy project in 1947 had indicated the unsuitability of existing texts. The aim is to teach reading and writing to adult illiterates who speak English. The author uses a combination of sentence and whole-word methods from the outset; each lesson comprises an illustration, a text with new words in bold type, and a set of drills based upon recognition tests which may be exploited considerably by a skilful teacher. Frequent review lessons are provided. The *Reader* contains thirty lessons, with a total vocabulary of 221 words; the verb is used only in simple present and future form, so that continuous and past inflections are avoided. The subjects are derived mainly from home and family life.
The author stresses the need for teaching reading and writing simultaneously. The *Handwriting Course* is an exercise book devoted partly to traditional copy-book work and partly to tractical statements - writting letters, etc.
The *Instructor's Manual* gives hints on the use of the pupils' book, and is designed especially for the voluntary or untrained teacher.

250. French, F.G. *English Through Pictures.* Part I. London : Oxford University Press, 1950. 48 pp. Illustrated. 10d.

A combined textbook and teaching aid, this booklet is intended for the adult who tries to learn reading, writing, and a foreign language - English - all at the same time.The author's works on English teaching in schools are now well known; this new book embodies many of the usual principles - the sentence method, vocabulary selection, language drills, key illustrations - but adapts them to the adult situation.
A page of guiding notes is provided for the "instructor", any person literate in English who intends to teach others. Each lesson then combines writing practice (with simple script), English vocabulary in sentence patterns, and speech drills. By the final, twenty-fourth lesson the student is given a consecutive passage for reading and a simple letter for writing.

251. Miller, D.C. and Hakim, S. *Progressive Writing Books for Learners of English.* Books 1-3. London : Oxford University Press. 1949. 24 pp., each. 10d. each.

A set of copy books to give writing practice to those learning English and Latin script at the same time. Simple script forms are used, with gradual introduction of letters.The words and sentences are such as would normally form part of the elementary lesson.

252. Mncube, F.S.M. *Uvukufunde.* Johannesburg: South African Institute of Race Relations,Adult Education Section (P.O. Box 97), 1950. Processed. No price given.

The S.A. Institute of Race Relations has conducted numerous experiments in literacy education, using draft texts that have been cheaply produced. This booklet is the Zulu primer; it contains 35 graded lessons, starting with large type (special typewriter keys) and progressing to normal size. Numerous illustrations head the separate lessons and provide keys to the language drills. The teaching method is global; the first lesson is a connected passage read to the pupil; certain words are isolated in lesson 2, based on the five vowels and the letter "n", and these words are at once used in whole sentences.
Similar texts have been prepared by the Institute for other S. African vernaculars.In their present draft from they will interest anyone working on literacy primers.

253. Utterback. William E. *Decision through Discussion:* A Manual for Group Leaders. 3d. ed. New York: Rinehart & Co, 1950. 51 pp. No price given.

This manual is intended to give practical guidance to inexperienced persons called upon to lead small adult groups (numering from 10 tp 25 people) in the informal discussion of public questions. Particular stress is placed upon the importance of adequate advance preparation, through reading, careful analysis of the problem, and planning the stages of the discussion.

AUDIO-VISUAL AIDS

254. Australia. Department of Information, Film Division. *Talk it Over.* 16 mm., 10 min.,1 reel, sound. Canberra. No price given.

A short, lively film, showing the use of the informal discussion method for bringing people together to exchange ideas and to develop a democratic spirit. Useful for adult education groups.

255. Film Centre, London. *The Use of Mobile Cinema and Radio Vans in Fundamental Education.* (Unesco Pub. n° 582). Paris : Unesco, 1949. 192 pp. Illustrated. $ 1.00, 6s., 300 French Frs (Issued separately also in French and Spanish).

This book brings together the experience of a wide range of countries, and though bu no means exhaustive, provides a useful basis of comparison for those now working in the field and a guide to educators who are still at the planning stage.
The earlier part of the book discusses the main problems in the light of practical work: organizing a mobile cinema service; transport; projectors; use of sound; setting up a programme; staff. A short chapter summarizes the evidence.
Selections from the source material on which the study was made are given *in extense* in appendices; these not only quote reports of field workers but also give technical descriptions of equipment. Finally, some 30 pages are devoted to photographs and diagrams.

256. Holmes, Winifred. "School Films, a Key to India's Progress". *Look and Listen.* Vol. 4, n°6, (June 1950) 121-123 pp. London : Look and Listen (30 Fleet Street). Published monthly. Single copies 1s.6d. Annual subscription 20 sh.

A description of the devlopment of India's documentary and educational film industry. The author has lived in India and worked on films for fundamental education. The trend in Indian documentary film making is to produce educative rather than informative films, with a view to mixed adult groups, as well as school children. The topics chosen are usually social and economic problems.

257. Seager, George. *Choice and care of filmstrips in fundamental education.* (Film Centre Educational Pamphlets N° 4). London : Film Centre (167-168 Tottenham Court Road), 1950. 19 pp. 1 s.

A brief survey of filmstrips : how they are made, how best used and stored, and some possible sources of supply in the main parts of the world.

258. *United Nations.* Dept. of Public Information. Filmstrip Series. Lake Success, N.Y. 1949-50. Gratis on request.

A Garden We Planted Together - A UN Story for Children
(50 frames ol illustrations for children, age 6 to 9). Presents a simple idea of what the United Nations is and how it works, through a story of children from all over the world who come together to plant a flower garden.

International Convention on the Crime of Genocide.
(62 frames, silhouette drawings. Secondary schools, adult groups). Defines the crime of geno-

cide, a term applied to the deliberate destruction of a human group. Explains the International Convention on Genocide which was approved by unanimous vote at the General Assembly on 9 December 1948.

To Serve all Mankind - Declaration regarding Non-Self-Governing Territories. (67 frames, photographs, maps and vignettes. Secondary schools, adult groups). Explains Chapter XI of the United Nations Charter in regard to colonial problems. Visualizes the implementation of the Charter and its aim of furthering the development of non-self-governing territories towards eventual self-government.

The United Nations Report
(47 frames, photograps. Secondary schools, adult groups). Presents a pictorial review of United Nations activities in the four years since the organization was founded. Lays particular stresses on the work of the specialized agencies in the economic and social fields.

Each of these strips is accompanied by a script for the teacher, in English, French or Spanish. Copies of the filmstrips and scripts are available free to otganized groups and schools, on application to the Films and Visual Information Division, United Nations, Lake Success, New York. They need not be returned and may be passed on to others interested in using them.

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